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JUNIOR COLLEGE JOURNAL

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The Next Step Forward

[EDITORIAL]

EDUCATION in general and junior college education in particular has, like the rest of the world's great institutions, passed, sometimes in laborious agony and in "ceaseless turmoil seething," through various stages of development. During the early phases we allowed students to sun themselves on the well ordered lawns of what we chose to call "preparatory" education. Few of us bothered to ask, "Preparatory for *what?*" The great majority of those who did were content with the specious, self-complacent answer, "Preparatory for life." For years only an isolated minority had the courage to admit that our "preparation for life" consisted of nothing but an unthinking, unimaginative, and wholly lackadaisical duplication of lower division courses offered by four-year institutions.

Shocked out of our complacency first by the demands of a fast-moving modern world and second by the realization that we were fast becoming Siamese twin to the lesser part of a system which was in itself in pathetic need of a blood transfusion, we during the last decade have developed the educational plan commonly known as "terminal education." The effort to develop sound, workable terminal curricula has in a sense revitalized the junior college movement. No longer satisfied with

apish imitation and unquestioning acceptance of methods already slightly decrepit when the junior college was born, educators in this comparatively new field reached out for different goals, particularly fitted to the needs of their students.

The present global war challenges almost every traditional and accepted way of life and every time-honored and standard method of accomplishment. The junior college must recognize that, if it is to retain the youthful buoyancy and progressive spirit which made possible one major change, the time has inevitably come for another forward step. Today there is the positive demand upon education that it approach *world* problems. We need to develop sounder economic and political relationships; and so education must give young people a true knowledge of world commerce, world banking, world law, world geography. We need to develop an intelligent and sympathetic understanding of other races; and so education must give an honest conception of world cultures, world history, and the foreign languages through which those cultures and histories are expressed. We need to point the way toward world police systems and social equalities, if education is to have any real part in the saving of democracy.

The working out of a new junior college program, retaining the advantages of our semi-developed curricula of terminal education and at the same time offering a broad education for world citizenship, is the challenge of our future. We find ourselves caught between Scylla and Charybdis—the retention of the best of what we have and the elimination of part of what we have in order to make way for the educational offerings which we have learned to regard as vital necessities of future years. Mark Van Doren, in his challenging discussion of *Liberal Education*, has pointed one possible approach:

The curriculum is not something which it is fashionable to ponder; and as for being rational about it, few oddities are more suspect. The problem itself is given up as hopeless, or at any rate as one for which there is "no time." That is to say, it is not accepted as a real problem. . . . The reality of the problem was dealt its worst blow by the elective system, which most educators now damn but which few know yet how to disarm. It seems to have been conceived as a device to ensure the natural sciences, so mistakenly feared and fought by the "humanities," their proper place among the liberal studies where they belonged. If the tactics failed, the reason was not so much that the classics which gave battle were too narrow in their outlook, or that the old war between humanism and science was erroneous, as that liberal strategy had been lost. The curriculum was now completely flexible, but it had no joints. It was open, but it did not know what to contain.¹

Obviously, education for world thinking and world living is the most important element the future curriculum must contain! If it is provided at the cost of a partial sacrifice of the "free elective" system, which has universally turned broad education into a distracted "tinkering" with courses, will the loss sustained be overwhelming?

¹ Mark Van Doren, *Liberal Education* (Henry Holt and Company, New York, 1943), pp. 108-09.

Every junior college administrator today would do well to concentrate his study upon a reconstructed program of liberal arts, bearing in mind that from the beginning of time the liberal arts have been those arts known and practised by free men. Instead of offering a heterogeneous collection of "electives," notorious for their utter lack of connection, educators worthy of the name must seek to develop a rounded and comprehensive program of liberal arts, offering students the opportunity of acquiring world knowledge and world understanding. Such a program not only would correlate with the already developed terminal curricula but would render them immeasurably more effective.

This objective will not be easy of attainment, either in preparation or in presentation. It will keep the junior college, however, in the stimulating and vital process of pioneering, of building, of meeting world needs. When all is said and done, moreover, most of us will probably agree with Mr. Van Doren's conclusion: "Education is honored when it is hard, but it is most honored when it is hard and good. The human mind naturally delights in exercise."²

GERTRUDE HOUK FARRELL

Originally established to provide prospective university students with two years' additional schooling at home, and thus lighten the load upon that institution, the junior college has found its own distinctive field, as suggested by terminal courses. The University's current concern is with helping that foster-child stand on its own feet.—Editorial in *San Antonio (Texas) News*.

² Mark Van Doren, *op. cit.*, p. 153.

Aviation Courses in the Junior College

C. C. COLVERT

THE JUNIOR COLLEGES have an opportunity to be the leaders among the educational units in the United States in the field of aviation. Our situation is as good as, or better than, that of the high school or senior college for such training.

The program of aviation in colleges would be greatly facilitated if we had a Federal aid program of flight training. The Civilian Pilot Training Act is still in force, but no money was appropriated to implement the Act. In other words, this act authorizes flight training in the schools but does not provide any money. The money is needed in the postwar era. Funds were furnished in 1939-40 through 1943, which was as long as college training in aviation was needed by the Army and Navy. Germany secured her initial superiority in the air by a government peacetime program of flight training for her youth. There should be some kind of Civilian Pilot Training Program after the war in the colleges, supported by Federal and state funds. All the youth who need this flight training cannot afford to pay for it. Our government, therefore, must provide subsidy if we are to hold our air superiority in

the world. All our youth must know how to fly, and the college is the most suitable place for our youth in college to learn it.

It is as essential, even now, that the junior colleges begin to offer courses in the field of aviation as it is that they offer courses in algebra, music, shorthand, typing, etc. Within a few years it will become even *more* essential.

The present war training in aviation has demonstrated that junior college youth comprise the most desirable age group with which to start technical training in the field of aviation. This training is of two types: that dealing with jobs to be done on the ground, and that which has to do with actual flying. The junior colleges of the United States must begin to do something about definite plans for aviation courses of both types.

Almost all junior colleges offer certain ground school courses, even if they offer only the one course of four divisions essential to prepare the student to pass the examination in (1) Civil Air Regulations, (2) Meteorology, (3) Navigation, and (4) General Service of Aircraft. Such a course requires four to five one-hour classes per week for 18 weeks. Similar ground school courses might be given for the commercial pilot license, instructor's license, and instrument pilot license. Many pilots, former pilots, and ground school instructors who were trained during the first two years of this war are available, or will be available, for such instruction. Much salvage and surplus equipment undoubtedly will be available to the junior colleges.

Such ground courses as Civil Air

C. C. COLVERT this year became professor and consultant in junior college education at the University of Texas, after 13 years as dean of Northeast Junior College, Louisiana, where he developed an outstanding program in the field of aviation. Dr. Colvert holds the B.S. and M.S. degrees from the University of Arkansas and the Ph.D. degree from Peabody College for Teachers. He is a past president of both the Southern Association of Junior Colleges and the American Association of Junior Colleges, and is chairman of the latter organization's Committee on Aviation.

Regulations could be used as part of an Aviation Mechanics course. In order for one to pass the Civil Aeronautics Administration test for a licensed aircraft or engine mechanic, he must know the C.A.A. regulations and be trained by a C.A.A. licensed instructor in an approved shop. After the war, and even now, many aircraft and airplane engines will be available for instructional purposes from the United States Government.

Many junior colleges should plan to have their own airports, hangars, shops, and planes after the war. Experience of some of the colleges during the days of the Civilian Pilot Training Program and the C.A.A. War Training Service has demonstrated that the teaching of flying to students is most practical. Such training can be a regular college curriculum, or can be an elective. Some senior colleges and junior colleges in the United States have their own airports, hangars, and planes now and are carrying on full programs of flight instruction. The demand for such training will be even greater after the war. Almost all youth must be taught to fly. Most people learn to drive an automobile by the trial and error, self-instruction method, but the flying of an airplane does not admit of such practices. The automobile might be a safer means of transportation if formal training and testing were required of the drivers. Safe flying requires definite instruction.

There is no doubt that a ground and flight program in a college will have a large enrollment after the war. Such programs can be self-supporting, but can be greatly aided and made available to more students if subsidized. That is, the salaries of instructors might be paid from college funds just as are those of the physics instructor or typing instructor. Likewise, buildings,

equipment, hangars, etc., might be used and depreciated as regular college property rather than as capital outlay to be liquidated by the fees from the flight and ground school program itself. The arrangement of the finances will have to be worked out by the individual colleges, but it *can* be done, and success will depend upon the enthusiasm and support given by the administrative authorities of the particular college.

An aviation program can succeed as well as any other type of specialized training which colleges give. Many music programs of instruction in colleges, for example, are wholly, or almost wholly, self-supporting. All pianos, other instruments, and the rooms used are many times furnished by the college and the student pays only a fee large enough to cover the actual time of the music instructors.

In the field of aviation there is an almost unlimited number of jobs for which the student can be trained and in which the student must have some vocational-technical training. In the air transportation industry the following is a typical list of 35 airline jobs which require such training:¹

- Cargo handler, chief
- Communications, director
- Crew chief
- Dispatcher
- Dispatcher, chief
- Dispatcher, director
- Draftsman
- Draftsman, junior
- Engineering assistant
- Engineering clerk
- Field representative
- Flight engineer
- Flight engineer, assistant
- Flight operations, director
- Flight radio operator

¹ *Vocational-Technical Training for Industrial Occupations*, Vocational Training Series No. 1, Report of the Consulting Committee on Vocational-Technical Training, U. S. Office of Education (Government Printing Office, Washington, D. C., 1944), p. 25.

Flight supervisor
Inspector
Inspector, chief
Instrument technician
Maintenance, assistant superintendent
Maintenance clerk
Maintenance superintendent
Manager, sales
Manager, station (or agent)
Mechanic, master
Mechanic, senior
Meteorological supervisor
Meteorologist
Navigator
Operations superintendent
Radio operator, ground
Radio repairman
Research planning clerk
Supervisor, training
Technical assistant

This same report lists the duties of, and the nature of vocational-technical training essential for, a dispatcher, fourth in the list above, as follows:

Checks flight plan of every trip; checks to make sure that it meets safety requirements regarding condition of plane, weight, route, altitude, and weather; checks position of plane as reported by radio during flight; relays weather conditions en route; obtains clearance for plane from each station stop; maintains continuous report of all flights by means of board diagram showing check points; takes entire responsibility of controlling plane while in the air.

Must have a superior knowledge of meteorology and navigation; must know problems of the pilot in the air; must have ability to read teletype symbols regarding weather conditions; must have ability to use slide rule as an aid in solving problems; needs to use a flight calculator; needs to have a pleasing personality, be congenial yet firm, and make quick and accurate decisions; must think clearly; should be in good health, as this position involves mental and nervous strain continuing over extended periods of time; must have a Civil Aeronautics Administration dispatcher's license, and a second class radio telephone operator's license.²

The report goes ahead to state that there are several groups of jobs which have similar training needs, and such common training needs might be classed under the following headings: Meteorology, Navigation, Aerodynam-

ics, Drafting, Maintenance of Aircraft, Aircraft Inspection, and Radio and Communications.³ These findings were compiled from actual contacts and discussion with representative companies of the air transportation industry. Each junior college should survey its area or region to determine which courses it should offer and how many of which type of trainee the industry can absorb.

In the field of aircraft manufacturing this report shows⁴ that there are 58 job classifications, grouped into such fields as electricity, hydraulics, sheet metal, drafting, and planning. The 58 job classifications are listed as follows:

Analyst, flight test
Analyst, material
Analyst, methods
Analyst, process
Analyst, research laboratory
Analyst, standards
Analyst, time study
Analyst, weight
Computer, technical
Designer, tool
Detailer
Draftsman, engineering
Drawings checker, engineering
Electrical installer
Engineer, junior aerodynamics
Engineer, junior structural
Engineer, standards
Engineer, construction
Engineer, weight
Estimator
Estimator, assembly and experimental
Heat-treater, steel
Illustrator, technical
Inspector, airplane and engine mechanic
Inspector, engine man
Inspector, experimental
Inspector, heat-treat
Inspector, jig and tool
Inspector, safety
Inspector, sheet metal
Inspector, templates
Inspector, tooling
Instructor, special course
Liaison man, engineering
Liaison man, service
Liaison man, tool
Mathematician
Photographer

³ *Ibid.*, p. 27.

⁴ *Ibid.*, p. 29-30.

² *Ibid.*, p. 26.

Photographic laboratory man
 Planner, engineering
 Planner, experimental
 Planner, production
 Planner, tool
 Plate maker, lithographic
 Processor, production
 Proofer, tool
 Special assignments man, factory
 Supervisor—field service division
 Supervisor—tool and equipment control
 Supervisor—tool cribs
 Technician, engineering
 Technician, laboratory
 Technician, research laboratory
 Technician, template reproduction
 Technologist, junior
 Time study man
 Writer, technical

A description of one of these jobs, weight analyst, for which technical-vocational training is necessary, is given below:

Assists in weight control work; maintains weight balance records pertaining to an assigned project; maintains a running weight and balance record of an assigned airplane or section of an airplane, in order to perform continuous weight status of that project.

Must be able to estimate weight data for flutter analysis, dynamic balance, etc.; must be able to compile necessary reports related to job assignment; must be able to maintain and study correct weight and balance records on assigned components of an airplane. Normally requires 2 years' training and experience, including 1 year in aircraft shop and 1 year in weight computing.⁵

Attention is called to these job classifications in the aviation industry to show that there are many fields in which courses can be given by the junior college. All the jobs in these two lists, a total of 93, are positions for which the junior college can train. Professional four-year college training is not required.

Many of the regular junior college departments and courses, such as mathematics, physics, engineering, mechanical drawing, and shops, can be used to contribute to these various aviation courses. Some adaptations will

have to be made, and these the junior colleges must make. It cannot be emphasized too much that we in the junior colleges must be ready and willing to make new courses and alter old ones to meet the modern training needs of our youth. In proportion to our willingness to do this our enrollments and service to youth will increase.

ROPER GIFT

The library of Creston Junior College, Iowa, received a gift of \$1,000 from Elmo Roper, nationally known marketing consultant and research director of the Fortune Magazine Public Opinion Survey, when he revisited Creston recently. Mr. Roper lived in Creston from 1921 to 1928. In making the gift Mr. Roper explained that he was in business in Creston when the junior college was founded, and that he had always felt a deep interest in the institution. He expressed appreciation of the fact that the college had been able to continue through these difficult times and prophesied that the two years of advanced schooling would be more and more popular as normal times in the country are restored. The library will use the gift to supplement its present 5000 volumes with recent scientific and literary books and magazines which would normally be out of reach of its budget of one thousand dollars a year.

The junior college, even though it is well adapted to engender worthy attitudes, broaden the cultural foundation, and provide a "general education," must prepare thousands of young men and women to make a living without further schooling.—Spencer B. King, in *School and Society*.

⁵ *Ibid.*, p. 31.

Are Junior Colleges on the Wrong Path?

HURST R. ANDERSON

IN AN ARTICLE, "Junior Colleges Are on the Wrong Path," in the October issue of the *Junior College Journal*, Dr. C. Gregg Singer restated in conventional phraseology a well known point of view about higher education and the relation of the junior college to it. He has said very clearly and pointedly what other defenders of the liberal arts have repeated on many occasions. It may be summarized in the following syllogism:

The liberal arts tradition is the only basis of an effective higher education;

The junior college has departed from that tradition;

Therefore, the junior college is not providing an effective program of higher education.

His reasoning ultimately involves the position that the junior colleges are on the wrong path. In logical terminology, Dr. Singer begs the question. He assumes what he is trying to prove. The major premise in the syllogism stands undefended in his article save for a series of assertions which are presented without sufficient analysis to permit one to examine either the thinking out of which they grow or the facts on the basis of which the reasoning is predicated. His many conclusions about the inadequacy of our junior college programs are defensible only in case his major premise is defensible. What about that major premise? Is the liberal arts tradition the only basis of an effective higher education? To find an

answer to this question, one must go to the heart of what our colleges should be expected to accomplish.

The writer is not going to pretend to present a full answer to this question, but rather will try to suggest certain bases upon which our educational program should be constructed and validated. By indirection the adequacy of Dr. Singer's position is questioned.

We have for our thinking only two points of departure: (1) the student, and (2) the present democratic culture, embracing its antecedents, in which he must live. As teachers and administrators we are not working in a vacuum; we are teaching and guiding real people and are trying to prepare them for fullness of life and effective service in a real world. If we want to identify specifically the several aspects of our task, we should begin by an analysis of the character and needs of our students and the nature and demands of the society for which we are preparing them. The more adequately we effect this analysis, the more clearly will we see what our educational programs should become. Should we be very greatly concerned about whether or not our conclusions follow in every particular the classical tradition of the Middle Ages or the ultra-vocationalism of the current scene? The writer would suggest that instead of an *a priori* judgment, the criteria should be the realistic test applicable to any social enterprise: Is this program accomplishing the socially desirable results for which it exists? The most scathing condemnation which has been leveled at contemporary higher education in this country is that it has not been sufficiently flexible to

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meet either the needs of the students who are now attending our colleges, on the one hand, or those of the changing social world, on the other. The allegations about the apathy of our college graduates to community responsibility, the meager knowledge of our world which they retain past the date of graduation, their freedom from permanent and regular habits of serious reading, their lack of appreciations in the field of the arts, their inability to seek a ready adjustment to a vocational or professional situation, their emotional instability, and their lack of adequate preparation for home and family life, if supportable, are considerations which speak for themselves about the effectiveness of our past efforts. If these and other needs can be met better, I don't suppose most of the more astute students of education would care what philosophical label is attached to the enterprise. The question is not, does this or that type of educational institution fit into this or that kind of arm-chair category. That question will be tossed about by philosophers *ad infinitum*. As active teachers and administrators, if we meet the basic needs of the students with whom we have to deal, and those of the world to which we owe our existence, we will easily and completely justify our continuing efforts.

There are some corollaries to this position which should be stated in order to think through some of Dr. Singer's secondary considerations. First, it is not essential that all institutions on the college level perform the same service. There are many demands which have to be satisfied; certain institutions can meet some better than others. The teacher-training program in the State of Pennsylvania is a case in point. One institution emphasizes one type of teacher training, another emphasizes

another, so that each may make a more adequate contribution in a special field. This kind of division of educational labor is certainly defensible. In like manner it is fair to say that there is a place for four-year colleges of the St. John's type, the Chicago type, the New England arts college type, the modified arts college type. There is also a place and a need for the public junior college emphasizing the vocational aspects of education, the private junior college duplicating in some ways the first two years of the arts program, and all possible combinations of both. The fact of individual differences and the obvious multiplicity of services which must be rendered in a complex society support these generalizations. With institutions providing a legitimate variety rather than a deadly uniformity, our educational system will render its best service. It seems to many that nothing could be more futile than to try to crystallize all our higher education in a single pattern and then seek to force all students, irrespective of their backgrounds, aptitudes and interests, through the same educational mill. This is what the overzealous advocates of a specific educational philosophy have always sought to do and probably always will attempt. The criteria should be, does each institution honestly and sincerely render the kind of essential service which it has thoughtfully and justifiably determined to render? If it does, society will bless it with its support; if it does not, it is doomed to failure.

Second, it is not necessary to raise a dying issue, vocationalism versus culture. For a student in the fine arts, a course in engineering may become a cultural course. It is a matter of record that Harvard College was founded as a professional school. All of our arts colleges have always been essentially

vocational in character except for the few students who, by virtue of economic privilege, have not had to serve society by productive labor. We should not involve ourselves in a false dichotomy. Our central concern should always be that the needs of society be met and that individuals be prepared to meet those needs. For some people an education will involve one combination of emphases; for others, another combination. The individual will of necessity seek that institution best prepared to meet his pattern of needs.

Third, requirements for admission do not need to be precisely the same for all institutions or types of institutions. The older concept that academic standards are maintained by rigid uniformity of admission standards—which has generally meant a kind of course pattern and a definite number of units—has in the past ten years given way considerably to the view that the quality of work done, the aptitude and readiness of the student for the type of work to be pursued, the actual demonstrated achievement, irrespective of the particular curriculum completed, are much more important. Not only have the junior colleges broken away from the older position, but many of our four-year institutions, both colleges and universities, have made significant changes in their admissions policies. The writer served as registrar in a college of liberal arts before assuming his present position and helped to reorganize the requirements for admission there. On the basis of test results showing superior ability, several high school juniors with the consent and recommendation of their families and secondary school officials were accepted with full freshman standing. In every case these students did college work well above the average of the high school graduates in the same

college class. Experimental evidence suggests that we have put entirely too much reliance upon courses pursued, and units earned, and not nearly enough on more searching data bearing upon the question of readiness for work on the college level in the particular institution to which the applicant seeks admission.

Fourth, if each educational level were a block so hewn that it would fit on the preceding one and prepare the way for the one above, as though the entire structure were the result of design rather than accident, society would be served better. Dr. Singer's position that the junior college should break away from the high school instead of becoming a two-year extension of it is confusing. He appears to be objecting to effective articulation of secondary school work and college work. He might answer that he did not intend his article to be so construed. If he is saying that our junior college programs should be appropriate to the age level of college freshmen and sophomores rather than secondary school students, one could readily agree. If he is referring to the articulation of secondary and college work, one should suggest that we probably err on the side of too little instead of too much articulation. Both junior and four-year colleges need to give time and attention to the planning of their programs in order that the present duplication and the consequent wasting of student and faculty time may be avoided. Ideally, the college program should be so built upon the high school background that it becomes the next educational step in a carefully planned sequence.

Conclusion

The underlying position of the writer is that the junior colleges and the arts

colleges are not necessarily on the right path or the wrong path; it depends upon the college, the character of its program, the sincerity of its purpose, the clarity of its objectives, the thoroughness with which it implements those objectives—the quality of its service. The validation of an educational program cannot be expressed in terms of philosophical abstractions; it can only be achieved in terms of specific services rendered to specific students, who in turn may better serve the real world in which they live.

PLACER'S WORKSHOP-CLINIC

Placer Junior College, California, was host last fall at a five-day Workshop-Clinic and Institute, attended by about 250 teachers and friends of Central California schools. The Workshop offered five full days of laboratory sessions for elementary teachers, and two full days on secondary school guidance problems for high school and college personnel. J. Burton Vasché, dean of special instruction at Placer Junior College, was general director of the Workshop program.

The daily sections for elementary school teachers were based upon actual classroom instructional policies and procedures. Teachers were encouraged to bring in their own teaching questions and problems for consideration by the many guest specialists. Traditional institute speeches were omitted from the schedule, and in their place were offered many exhibits, demonstrations, and discussions, all based upon the main theme, basic teaching methods.

Regular Placer Junior College buses transported teachers to the Workshop from Roseville, Lincoln, and Colfax, while school cafeteria facilities served

noon luncheons and provided refreshments for the daily mid-afternoon informal social hours. Full institute credit for the year was granted for attendance at the Workshop. A daily morning news sheet, *The Workshop Reporter*, served to coordinate the many sections and activities.

The conference on guidance in secondary schools was aimed particularly at meeting the needs of high school and junior college personnel. Special consideration was given to problems encountered in Placer Junior College special programs at DeWitt General Hospital and at Weimar Joint Sanatorium. Dr. H. B. McDaniel, special supervisor, Occupational Information and Guidance, California State Department of Education, provided expert leadership for the guidance conference.

As additional professional service to teachers of its area, Placer Junior College is this year offering late-afternoon and evening courses for them, both on the college campus and at elementary school centers, in the fields of modern art and music, mental hygiene, conversational Spanish, youth leadership, and current world problems. Dean Vasché reports that teachers at all grade levels have been most enthusiastic in their support of these opportunities, and this encouragement is expected to lead to a broadening of Placer Junior College services for elementary and secondary teachers, at the same time strengthening relationships between elementary and high school, high school and junior college.

The appropriate development of terminal educational facilities will come only through adequate State and Federal aid.—C. E. Friley and J. A. Starak, in January *Annals*.

The Dental Hygienist

FRANCES A. STOLL

THIS ARTICLE is directed to the college advisers of those women students who wish to prepare in junior college to continue their education in some field of occupational specialty, and through them to their students. Those who have studied for senior college entrance and those who have acquired during their junior college years a general cultural background will find that a career as a dental hygienist offers outstanding opportunities.

The shortage of dental hygienists is just one facet of the whole man-power shortage—doctors, dentists, nurses, health workers of all kinds. The difference is that the dental hygienist shortage won't turn into a surplus when the firing stops. Rosie the riveter, Flora the forester, the lady foreman, the girl engineers may have to look around for new jobs when the boys come home, but there'll be enough work for all the dental hygienists. Reasons: (1) All state laws restrict this field to women. (2) It is everyone's guess that the Army and Navy dental corps will be bigger after the war than before the war—they are now demanding more dental hygienists than our schools can supply. (3) Invasion with its resulting casualties has opened wider fields of service with the United States Public

Health Service in rehabilitation. (4) Uncle Sam's boys are getting better dental attention—some for the first time in their lives—and they may develop a taste for it that will keep more dental hygienists busy after the war in private dental practice. (5) Partly because of the overall shortage, and partly because of uneven distribution, many families out in the country areas and low-budget families in towns get scant dental service and their opportunities for good dental health education have been nil—teaching in dental health and guidance in securing dental service for this great portion of the population may well be assigned to the dental hygienist. (6) Health insurance may be defeated as a government project, but there is bound to be an increase in group practice and voluntary group health insurance plans. Both will mean greater extension of dental care to civilians of low and middle income groups. Dentistry cannot do the job alone. The dental hygienist must lend a hand. (7) Factory workers have been neglected during this emergency as far as dental care is concerned. They are earning more—they will spend it in health service as soon as it becomes available. Industrial dental health service isn't new but it will be a bigger and better field of service with a good salary scale after the war. (8) This war has shown the need of attacking the dental health problems of our nation early in the lives of children. The dental hygiene teacher in public schools has made a notable contribution to the school health program. This is only the beginning of bigger and better programs throughout the United States. (9) And to summarize innumerable

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opportunities in the service to veterans, Civil Service offers junior and senior ratings for dental hygienists in all states and territories of the United States.

Reread the numbered items above, and you will find they add up to the opportunities for trained dental hygienists today and in the postwar period.

What does it take? Training in one of 16 recognized schools, which may be for one or two academic years, according to the student's choice; and passing state board examinations for a license and registration giving the right to practice. A license to practice in any one state carries the privilege of practicing under Federal civil service or in the armed forces in any state or territory or foreign country.

The schools for dental hygienists and the dental profession as a whole are sending out urgent appeals for young women with one or more years of college training to enter this highly desirable field of service. They are looking for intelligent women who have pleasing personalities and appearance, and who have the urge to help humanity in a substantial way now and when the emergency ends. They want women who are seeking a vocation instead of a job. They promise top-flight training under professors who are authorities in their chosen fields in dentistry. Courses in dental hygiene are short but intensive. The course of study is educational training, not a field of service that requires years of work without pay before a license is granted. Graduates pass their state board examinations and are licensed immediately in most states; two states only require an internship of eight months before license is granted. The cost is about the same as liberal arts college tuition; some schools are higher because of their professional standards.

The dental hygienist should not be confused with the dental assistant. The dental assistant does not come under governmental control. She is required to have no stated amount of education and is forbidden to perform any service upon the person or in the mouth of a patient. The dental hygienist is primarily an educator who uses the dental prophylaxis, defined as the scaling and polishing of the teeth, as a means to instill in the patients the importance of home care of the mouth and the advisability of regular periodic dental care. Health authorities agree that proper mouth hygiene is essential for good health and physical well-being of the individual, and it is by instructing in this phase of health education that the dental hygienist is most valuable to society. A dental hygienist must work under the direct supervision of a licensed dentist; train in an accredited school; and renew her registration each year after she is licensed to practice. At the present time the dental hygienist is licensed to practice in 33 states, the District of Columbia, Hawaii and Puerto Rico.

The American Dental Hygienists' Association has a pamphlet entitled *The Dental Hygienist—A Career for Women*, which may be procured, without charge, from Miss Rebekah Fisk, Secretary, 1704 North Troy Street, Arlington, Virginia.

The schools throughout the United States are distributed geographically so that all sections are provided with desirable graduates. Candidates should write for applications and bulletins of information to the school of their choice. A complete list of accredited schools offering courses for dental hygienists follows:

Columbia University, School of Dental & Oral Surgery, New York, N. Y.

Eastman Dental Dispensary, Rochester, New York
Forsythe Dental Infirmary, Boston, Massachusetts
Howard University, College of Dentistry, Washington, D. C. (for Negroes)
Marquette University, Dental School, Milwaukee, Wisconsin
Meharry Medical College, School of Dentistry, Nashville, Tennessee
North Pacific College of Oregon, School of Dentistry, Portland, Oregon
Northwestern University, Dental School, Chicago, Illinois
Ohio State University, Dental School, Columbus, Ohio
Temple University, School of Oral Hygiene, Philadelphia, Pennsylvania
University of California, College of Dentistry, San Francisco, California
University of Michigan, School of Dentistry, Ann Arbor, Michigan
University of Minnesota, School for Dental Hygienists, Minneapolis, Minnesota
University of Pennsylvania, Courses in Oral Hygiene, Philadelphia, Pennsylvania
University of Southern California, College of Dentistry, Los Angeles, California
West Liberty Teachers College, West Liberty, West Virginia

"TERMINAL EDUCATION"

A type of "terminal education" in the graduate school is advocated by Dr. Carl E. Seashore, dean of the Graduate School of the State University of Iowa, in an article, "Three-Way Organization of the Graduate School," in the October 1944 issue of the *Journal of Higher Education*. Dean Seashore says:

The pattern for terminal education is derived from the junior college movement, which represents the most fundamental change in American education which has developed since the establishment of the graduate school itself at Johns Hopkins University. The junior college has led to the general recognition of certain principles, in which we observe the following emergent trends: provision for applied science and art with the same seriousness with which we have pursued pure science and art; the demand for social intelligence in semiprofessional and technological pursuits; vocational orientation of a strictly academic character but organized and motivated for a purpose; the response to the community for services at the junior college level; the estab-

lishment of a proving ground in which entering college students may gradually discover themselves and find an interest in the pursuit of the scholarly life.

The causes which led to terminal programs at the junior college level and the principles involved in their organization, item for item, are applicable to the first year or two in the graduate school. As the two-year terminal plan of the junior college represents the capstone of the secondary school system, a two-year extension beyond the high school, so now the terminal program at the graduate level represents the capstone of collegiate education. Both of these extensions are the results of the extraordinary demand for higher education designed to fit the student for special services and enrichment of the good life.

While the terminal program is semiprofessional in character, it is distinct from more immediately practical vocational and technological programs designed for specific occupations in that it is a program in art and science, as such. At the graduate level it represents bona fide graduate study, having definite prerequisites and standards for admission and offering a distinctive program in applied science and art.

Some educators are suggesting that the term "junior college" is a misnomer for the type of education that should be offered during the thirteenth and fourteenth years of schooling, and particularly for the type of education that these institutions will be called upon to render in the vocational rehabilitation program. These educators would use the term "tertiary school," continuing the sequence of primary (or elementary) school and secondary school. No one will deny the correctness of the proposed term, but it might not prove to be a popular term with the students, and particularly with ex-servicemen. High school graduates will still prefer to "go to college." They won't get up much enthusiasm over going to a tertiary school. Tertiary sounds too much like nursery. It isn't euphonious, and you couldn't make it sound pleasant even by dropping the *r's*.—Editorial in *Business Education World*.

Teaching Philosophy in the Junior College (II)

ORVIL F. MYERS AND HARRY RUJA

THIS is the second section of a three-part report by the Committee on the Teaching of Philosophy in the Junior College. The first part of the report, published in the November 1944 issue of the *Junior College Journal*, covered the following topics: *The Place of the Junior College in American Education*, *The General Character of Junior College Education*, and *The Objectives of Junior College Education*. This part deals with *The Role of Philosophy in Junior College Terminal Education*, and *Terminal Courses in Philosophy for the Junior College*.

The Role of Philosophy in Junior College Terminal Education

The development of "terminal" or "semiprofessional" types of curricula in the junior college marks a new and significant step in American higher education. The word "terminal" in connection with the junior college refers to a program of study so designed that it may be completed in a period of two years after graduation from high school. Terminal curricula are in a number of respects quite different from the curricula of the first two years of the four-

year college. Most terminal curricula combine occupational training with cultural or liberal arts education, though some junior colleges offer curricula which are entirely of the cultural or liberal arts type.

Most junior college students will give their major attention to courses of specific occupational training. However, other courses will be elected which will contribute to the student's personal, social and cultural competency. This selection of secondary courses will, in many instances, include philosophy.

In a number of the curricula offered in the junior college, philosophy will not be either a required or a recommended course; it will be clearly and unmistakably an elective subject.

Philosophy courses designed for terminal junior college students must be adjusted to meet two very important facts; first, that the period of collegiate study for most junior college students will be limited to the two-year period of the junior college program; second, that due to this limitation in time most junior college students who elect courses in philosophy will have time for but one semester—two at most—in which to pursue the study of philosophy. Therefore, each semester course in philosophy offered in the junior college must be as complete a study in itself as possible. The junior college courses in philosophy cannot be designed primarily as prerequisites to more advanced study. Very few of the junior college students will major in the study of philosophy and very few can be expected to take further work in philosophy after leaving the junior college. However, in giving attention

THE COMMITTEE ON THE TEACHING OF PHILOSOPHY IN THE JUNIOR COLLEGE has the following membership: Stephen R. Deane, Westbrook Junior College, Maine; Ralph W. Erickson, Hibbing Junior College, Minnesota; Harry Ruja, Compton Junior College, California; and Orvil F. Myers, *Chairman*, Los Angeles City College, California. For a considerable time both Mr. Deane and Mr. Erickson have been in the armed forces. This has made it difficult to reach them and secure their reactions to many of the opinions expressed in the report. The preparation of the report has been carried on by Mr. Ruja and Mr. Myers.

to the majority who will make one course their only course, we must not inhibit or handicap the exceptional student who manifests ability and desire for a more advanced study of philosophy.

Our question is: Limited to one semester, or at most to two semesters, for the study of philosophy, what can be done in our junior college philosophy courses which will be of permanent value to the student in his problems of effective social living?

First of all, philosophy can be of immediate value to the student, for it will help him absorb and understand such other liberal arts courses as he may be taking in the junior college. If he is in classes of biology, or physics, or political science, economics, literature, or art, he will discover that only in philosophy is there an analysis of the basic concepts of these subjects and that philosophy integrates their subject matter to form one picture of man and his world.

Secondly, philosophy can help clarify the student's thinking as to what constitutes the best kind of life and can help him become more critical and logical in his judgments and reasoning. If the objective of vocational competence is used in its broadest connotation to refer to the art of living, then philosophy in the junior college has a place of distinctive value. The contribution of philosophy toward a better understanding of man's place in the world and, thereby, to a better understanding of what one is doing, will give direction and order to all one's activities, both occupational and social. Philosophy's concern for the definition of the ends most worth seeking makes possible the examined life which alone is worthy of being lived by man. To live well, to think clearly—these are concrete objec-

tives which philosophy can help the junior college student achieve.

Every student, in common with all men, will have what might be called a "philosophy of life." This view as to the meaning of life and of the world will in many instances be inarticulate, inconsistent, and incomplete. The course in philosophy can lead the student to a more careful formulation, examination, and appraisal of the basic assumptions upon which his life-view has been founded. Thus philosophy will contribute toward the development of a more rational, better-balanced person.

In every group of students there are always some who enjoy their studies primarily not because of the clear-cut values derived from them but rather because of the enjoyment they obtain from exploring new vistas. They seek knowledge for its own sake, we may say. Certainly, such students will be enchanted by philosophy; for in philosophy they will find those magnificent questions which have piqued man's curiosity and wonder throughout the centuries—the ultimate substance of the universe, the origin of all things, the fundamental criteria of knowledge, the existence of God, and all the others. To such students philosophy can contribute a clearer vision and a heightened enjoyment of their intellectual life.

Finally, philosophy has an emotional value for the junior college student. By making clearer to him man's place in the universe, it promotes feelings of security and stability. By integrating the fields of knowledge and by bringing all that one does in his daily work into meaningful unity with the activities, the aims, and the purposes of the whole community of man, philosophy can help produce the well-integrated personality. This will no doubt be a factor of importance in dealing with the needs of

the men of the armed forces as they are returned from the war. To the soldier who returns home with pessimism and despair as to the world, mankind, his job, and himself, philosophy can contribute toward a recapturing of a faith that will fortify him for the task of constructing, with his fellowmen, a peaceful, just, and humane civilization.

In these ways and in others—each student finding for himself his own chief value—philosophy can be of great help to the junior college student, making him a person better fitted to solve the life problems he will have to face in the years ahead.

Terminal Courses in Philosophy for the Junior College

It is not the aim of the terminal course in philosophy in the junior college to make experts. The primary purpose of each philosophy course is to give sufficient specific training in philosophical matters and methods to enable the student to make a successful beginning in the field and to give him familiarity with the principles and general practice of dealing with philosophical questions. A student should attain a certain degree of competence in the application of principles studied to his own thinking and action.

In thinking of the content of our terminal courses in philosophy in the junior college, we are carried back to the major objectives of junior college education, as stated in the first section of this report, published earlier. It is imperative that we consider carefully the kind of person we wish the junior college student to become. The course and its content should grow out of a study of the student and his needs and a knowledge of the student's experience. The course in philosophy will not touch all the needs of the student.

However, there are certain needs and certain requirements made prominent by experience which can be more adequately cared for through philosophy, perhaps, than through the other courses offered in the junior college.

Each junior college course in philosophy must be thought of as a unit in itself. If possible the course should be but one semester in length. The course should have no prerequisites and no necessary following courses. The terminal course should not be merely an introduction to philosophy in the commonly accepted sense of the term "introduction." It is not to be designed as a preparatory course for more advanced study. Nor is it sufficient that the course be merely a survey of philosophical terminology and philosophical theories. The course should be planned to meet definite objectives and to do something specific for the student even if he never enrolls in another course in philosophy.

The primary objective of philosophy in the junior college is to contribute toward clear thinking and rationally directed action. The technical terms of philosophy and the names of philosophers are valuable only insofar as they contribute toward these aims. A number of rather specialized technical terms and the names of a number of specialized philosophers may well be omitted without loss to the value of the course for the student.

The terminal course in philosophy must be practical in the sense of "usable." The student should be able to see its connections and its contributions to his life now and also its possible contributions to his life later on. The content of the course will need to be intimately related to his life interests, occupational interests, and experiences. The philosophical method and

pattern of thinking must become the method and pattern of thinking of the student. The illustrative material of the course and the problems given consideration should have close integration with the other courses and curricula offered in the junior college.

The number of courses in philosophy to be offered in the terminal program of the junior college will vary with the size of the enrollment and the nature of the teaching staff available. In the smaller junior colleges one course in philosophy is all that can be offered effectively. In the larger institutions the enrollment may warrant a variety of courses, and each course of profit to the student.

If but one course in philosophy can be offered, it is the general opinion that this course should be something in the nature of "Social Ethics." Many, however, are of the opinion that a course in "Reflective Thinking" or "Logic" is of equal importance.

The content and the presentation of philosophy in the terminal program of the junior college should be such as to make philosophy a living subject rather than a study of the dead past. The great thinkers of the past made philosophy of vital importance in living situations by a persistent effort to apply wisdom to the conduct of their time. Philosophy today should be a similar effort to see and understand the meaning of what we are doing.

Each course in philosophy should familiarize the student with the meaning and function of the different fields of philosophical study and the contribution of each of these fields toward a more unified view of life and the world now. The student should learn how to use these contributions in his own everyday living experience as guides to a better achievement of the values

and the experiences which he considers important. The study of philosophy should help the student to formulate for himself a "philosophy of life"—a thought framework to be used in making decisions with respect to ends sought and in orienting himself in the universe. The course in philosophy should help the student integrate and bring into unity the contributions of the various subjects of his collegiate study.

STUDENT POLL

Compulsory military training for men after the war is favored by a majority of students at Centenary Junior College, New Jersey, according to the opinion poll conducted by *Spilled Ink*, the student publication. The vote in favor of compulsory military service for young men was 106 to 81. However, the vote on another question asking whether the students favor some form of compulsory national service for young women shows an overwhelming majority, 138 to 39, against such legislation.

Postwar employment was another question in the poll. If there are not enough jobs for all, 171 of the 189 Centenary students who answered believe that men should have the first chance at employment. Evidently the majority of the women are expecting to marry or live with "daddy." The much-debated question as to whether women should receive the same compensation as men for the same work formed the basis for the next questions. The Centenary students almost without exception believe that if they must earn their own living, they should receive equal pay with men. However, if they have some other means of support, two-thirds of the students believe that they should not receive the same pay as men performing the same job.

The Junior College of the Future

EARL J. MCGRATH

FORECASTING the future of any social institution is a hazardous undertaking. History abounds with abortive attempts to predict the development of the state, the church, and the school. Observing our democratic educational system, Ernest Renan, the well known French writer, predicted 75 years ago that "Countries which, like the United States, have set up a considerable popular instruction without any serious higher education, will long have to expiate their error by their intellectual mediocrity, the vulgarity of their manners, their superficial spirit, and their failures in general intelligence." A more sweeping and a more erroneous prediction concerning the future of American culture has rarely been made.

The validity of forecasts concerning social institutions seems to vary inversely with the time involved. Accurate prediction also depends to a considerable degree on the extent to which it is based on contemporaneous trends. Hence, in attempting to describe the junior college of the future it would appear to be the part of wisdom to begin with a brief examination of the forces which in recent years have been shaping the junior college. With this information as a background it may be

possible to sketch its probable development in the next five or ten years. In philosophical reflection it may be diverting to speculate about the more distant future, but such long-range planning is of little practical consequence, for if junior colleges continuously adjust their programs to the educational needs of the next decade, they will be prepared to meet the problems of a later period.

A discussion of the future of the junior college could involve individual consideration of all their essential characteristics, such as institutional organization and administration, student enrollments, the size and qualifications of the faculty, student fees, admission standards, and physical facilities. The development of each major aspect of junior colleges treated in the comprehensive writings of informed students of the subject, like Eells and Koos, could be projected into the future. Even if such a detailed analysis of trends were possible, and one were bold enough to attempt it, it would serve no very useful purpose. For until the types of students likely to attend these institutions are identified and the objectives of their curricula determined the internal characteristics of the institution cannot be decided. This discussion will, therefore, be primarily concerned with two things; the probable number and types of future junior college students, and the kinds of instruction they will need.

Any prediction of enrollments in the junior college of the future must take into consideration, first, the long range influence of powerful and persistent economic and social forces in American society, and, second, the temporary

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effect of the returning service man.

The extension of compulsory school attendance laws into higher age brackets, the inability of young men and women to obtain gainful employment, and the demands of commerce and industry for additional training have sent increasing numbers of youth into institutions of higher education. A rising national income has also made it possible for children of succeeding generations to obtain more education than their parents. The most important factor of all, however, is undoubtedly the abiding faith of the American people in education. However, only 15 per cent, or less than one in seven, of American youth of college age were actually attending an institution of higher education in 1940.¹ Hence, the possibilities for further increase in enrollments, after the counteracting influences of the war have been removed, are almost limitless. It seems reasonable to assume that enrollments in institutions of higher education will increase indefinitely.

The usual increases will, however, be markedly accelerated after the war by the return of service men who would normally have continued their education during the years of their military service. Estimates have been made of the proportion of the twelve million service men and women who may be expected to resume full-time education after their release from military duty. None of these predictions has a very high reliability because of sampling difficulties and the vacillating intentions of military personnel. Their nearness to areas of combat, the opportunity for off-duty education, their estimate of the duration of the war, and the probability

of obtaining satisfactory employment, are some of the factors which influence their decisions. Predictions concerning the number of veterans who will return to school on a full-time basis must, therefore, be made with caution.

The most comprehensive poll of servicemen's interest in post-service education was conducted at continental stations of the Army in the summer of 1943.² When those men who, because of age, marital status, or previous education, were not likely to return to school, were eliminated and some form of government aid was assumed, the conclusion was reached that not more than 9 per cent of those questioned would pursue a full-time educational program when they returned to civilian life. The report did not reveal what proportion of the 9 per cent could satisfy college admission requirements, but if 50 per cent were eligible for admission, college enrollments of the early postwar years would be increased by about a half million students from this source alone.

Aggregate figures are likely to hide significant differences between junior colleges and other types of institutions. The rate of increase in the size of junior colleges may be expected to exceed that of other institutions, because the junior college potentiality represents the first full realization of the ideal of diversified higher education for all American youth. It is, and should be, essentially an indigenous institution, drawing its students from within commuting distance, and sending them back into the community with the education they need to earn a living and to assume the

¹ U. S. Office of Education, *Biennial Survey of Education, 1938-1940*, Vol. II (U. S. Government Printing Office, Washington, D. C., 1942), p. 30.

² U. S. Office of Education, "Soldiers' Attitude Toward Post-War Education," *Education for Victory*, Vol. 2 (U. S. Government Printing Office, Washington, D. C.), No. 17, March 3, 1944.

responsibilities of active and responsible citizenship. Local adaptation of the junior college program has been widely successful, and additional states and municipalities are laying plans for the early inauguration or extension of a junior college system to fill local educational needs. New York State, for example, has belatedly planned the establishment of 21 technical institutes within commuting distance of 85 per cent of the state's population. Because of their proximity to home, their inexpensiveness, and their courses of study, adapted more closely to local needs than instruction now generally available in other educational institutions, either public or private, these institutes will attract thousands of students.

During the decade ending in 1940, the enrollments in junior colleges more than tripled.⁸ Beginning in that year the curve of full-time enrollments, which had risen steadily since 1917, dropped perceptibly as young men and women were drawn into essential war industries, or answered the call to arms. This fall in enrollments is a war phenomenon, however, which will disappear with the passing of the national emergency. In fact the trend has already begun to change, for on November 11, 1944, Dr. Eells reported that questionnaires returned by more than 300 junior colleges showed an increase in full-time enrollment in 64 per cent of the institutions, a stable enrollment in 20 per cent, and a dropping enrollment in only 16 per cent. Taking long and short term factors into consideration, it seems reasonable to predict that during the decade beginning in 1945 the junior college population will at least be doubled.

⁸ W. C. Eells, *Present Status of Junior College Terminal Education* (American Association of Junior Colleges, Washington, D. C., 1941), p. 9.

Although it is important to know the probable future enrollments in a relatively young institution like the junior college, the program of which is fortunately still fluid, information concerning the social and educational characteristics of prospective students will be more useful in planning a future educational program. In the postwar period it will be only a matter of time until all youth aged 14 to 17 will attend secondary school. The high school population will include millions of young men and women quite different socially, intellectually, and educationally from high school students of 25 or 30 years ago, since enrollment will not be nearly as selective. Studies made by the American Youth Commission reveal that social forces now at work will cause a large percentage of these young people to graduate from high school, and to seek further education. With their miscellaneous educational and social background, they will require a different type of education from that generally offered in the colleges today.

In addition to these students of widely varying interests, abilities, and purposes, there will be for the next five years, or more, a steady registration of ex-servicemen, even more heterogeneous than their younger brothers and sisters who have not been in the service. Twenty-three per cent of veterans will be high school graduates and another 15 per cent will have completed part of a college education before entering service. Many others will have received some basic vocational training in the technical service schools of the armed forces, but they will require supplementary technical and general education before they can hope to secure satisfactory permanent employment. Still others will have extended their education through off-duty study

or through contact with foreign languages and cultures. A large group of high school graduates who have worked in war industries will also seek admission to college. Postwar college students will be the most varied any type of institution has ever been called upon to accommodate.

American institutions of higher education are not prepared to assimilate this bulky and highly differentiated mass of prospective students. Present offerings are not sufficiently varied to meet their needs. With knowledge concerning the types of students likely to seek admission in the future, it should be possible to sketch out the general types of courses of study the junior colleges should offer. Junior college students of the future will require at least three types of educational programs—preparatory programs, terminal programs, and casual or service courses.

Preparatory programs require only brief discussion. They are the most numerous and best-known offerings of the junior college today, resembling closely the instruction of the high school and the liberal arts college in the physical sciences, the social sciences, and the humanities. Preparatory programs customarily provide instruction in the first two years of college curricula leading to degrees in such fields as the liberal arts, business administration, and teacher education. Academic credit for the successful completion of such courses is commonly accepted without discount by degree-granting institutions. Preparatory programs also include basic instruction for advanced professional study in medicine, dentistry, law, nursing, and other professional fields. Offering preparatory instruction will continue to be one of the primary services of junior colleges.

Present preparatory curricula of the junior colleges, however, like similar instruction offered in four-year institutions, are by no means satisfactory. In the organization of the preparatory program, junior colleges are, to be sure, somewhat restricted by the practices and the policies of the colleges and professional schools to which their students transfer. Even within the present limitations on curricular experimentation, however, junior colleges can do much to improve the various subject-matter courses which now constitute the preparatory program. These basic college courses can be so reorganized as to adapt them more closely to the needs of students in both preparatory and terminal curricula.

Important as preparatory education may be, the junior colleges have a more important and a more distinctive function to perform. More important because it is so urgently needed in America as social conditions change; and more distinctive because junior colleges are uniquely qualified to render this service thus far conspicuously neglected by educational institutions. This second function is to provide terminal education. The failure of most academic institutions to provide this form of program has caused many students to waste their time in courses of study ill-adapted to their interests and abilities; it has caused the misuse of the limited resources of institutions which have provided unsuitable education for students who should have had terminal education; and it has caused the lay public to be critical of our entire educational system. Hence, by offering terminal education junior colleges can benefit students, academic institutions, and society.

For the purposes of this discussion terminal education may be defined as

either a program of general education designed to prepare students for effective adult life and intelligent citizenship, *or* a program of vocational education at the semi-professional level to prepare him for initial gainful employment in a specific occupation. The arbitrary distinction between general and vocational education is made solely for emphasis, since the two supplement one another. General knowledge forms the basis for vocational education and contributes to success in many intangible ways.

No prolonged search is required to find justification for a terminal program of *general* education. There is widespread agreement among educators of varied educational philosophy and institutional affiliation that the junior college period should include a program of cultural education continuing the broad fundamental education of the elementary and secondary school and preparing students for adult life as citizens, homemakers, and workers. Such instruction should give students that common heritage of knowledge, skills, and attitudes that form the core of American culture.

The most convincing evidence of the need for a terminal program of general education is to be found in the large number of students who enter a four-year college program and then drop out at or before the end of the sophomore year. President Homer P. Rainey reported several years ago that seven out of every ten students who entered the University of Texas as freshmen left the institution before the beginning of the third year. Figures for other public institutions which admit any high school graduate show a similar mortality. Even the junior colleges themselves have not dealt very effectively

with this problem, for Eells⁴ reports that 66 per cent of junior college students in 1938-39 were in curricula preparatory for advanced work, while year after year only 25 per cent actually transfer to a university or professional school.

In the development of general terminal programs the characteristics of the future junior college population should be kept in mind. As larger percentages of American youth seek advanced education many young men and women of serious purpose, but who rank low in their high school graduating class, will want to register for general terminal education. Some of these will be unable to meet present admission standards and others will already have attempted a four-year college program of the conventional sort and failed. Many of these students will, however, be able to profit by further instruction more nearly suited to their needs in either the general or the vocational program.

If the junior colleges will develop a program of general education familiarizing American youth with the physical and social world in which they live and providing them with the basic information, skills, and attitudes necessary to deal effectively with the many problems which will confront them in the complex postwar world, they will dignify the junior college in the eyes of educators everywhere, and they will at the same time cause necessary basic reforms in our entire educational system.

Many young men and women will want to prepare for a definite vocation as soon as they have completed their high school education. Thousands of

⁴ W. C. Eells, *Present Status of Junior College Terminal Education* (American Association of Junior Colleges, Washington, D. C., 1941), p. 61.

high school graduates will have received some vocational training in the military service related to a civilian occupation. They will want to supplement this basic training sufficiently to guarantee employment in their chosen occupation. They will be eager to prepare themselves as quickly as possible to earn a living. Hundreds of occupations require more education than is generally provided in the high schools and a different kind from that offered in four-year programs in engineering, business administration, and other vocationally oriented curricula. Before the war one educator said that for every job requiring a complete engineering education there were seven requiring technical knowledge and skill which could be learned in a much shorter time. Comparable opportunities exist in agriculture, public administration, the health services, business, and other occupations. These courses of study should not be looked upon as a receptacle into which are thrown all students who cannot handle the abstractions of the usual four-year curricula in these fields. Many such students, it is true, would undoubtedly be happier and more successful in more practical courses. But personnel officers in both high school and college will testify that many students who have superior academic records prefer not to enter the professions or other occupations requiring four or more years of post high school education. Terminal vocational curricula can be held out to them not as an inferior education, but rather as the type of training they need to reach their vocational objectives.

Some junior colleges have already inaugurated vocational or semi-professional curricula in a wide variety of fields. In 1940, however, only 69 per cent of junior colleges offered any type

of terminal curricula, and of these more than half reported fewer than five.

The work of reconstructing the curriculum cannot be done in a faculty meeting; nor can it be assigned as additional duty for faculty members or administrative officers whose primary interests lie elsewhere. It must be the responsibility of persons who possess definite qualifications for, and an interest in, such work. In the development of vocational and semi-professional curricula, at least one member of the staff could quite profitably give the major portion of his time to investigating the vocational training required by the community. Such a person ought to understand the techniques of curriculum construction and job analysis and he should be conversant with occupational trends and the factors which influence these trends, such as labor legislation, laws affecting industrial development, and general business conditions in his own community. He should also have the personal qualifications which command confidence and cooperation in academic, industrial, and labor groups. Such a person working with a committee of the faculty and advised by representative industrial and labor leaders should be able to discover local occupational opportunities and develop curricula to prepare the young people of the community for specific jobs.

Many institutions have found a permanent committee of lay advisers to be of help in developing new curricula. These laymen represent the prospective employers of the graduates of the institution; they form a channel through which the public can be made conscious of the value of all junior college education. Such a committee may also provide opportunities for the development of work-study plans through which stu-

dents may get practical experience in their chosen occupation while earning part of the cost of their education. Such plans, which have been successful in many urban centers, will be especially attractive to veterans seeking immediate employment.

In the development of terminal vocational curricula serious attention should be given to the amount of time required to complete a vocational program. Academic institutions have been handicapped by the idea that educational programs must be fitted into some convenient unit of time, usually four years in colleges and universities, though the two-year unit is more common in junior colleges. Much mischief has been caused by the practice of forcing all types of curricula into one or two pre-established time units, thus emphasizing the time-serving aspects of education rather than actual educational achievement. The result has often been that the pace of the superior student is reduced to the average, and totally irrelevant requirements have sometimes been added merely to fill up vacant spaces in a certain time unit. Junior colleges offering terminal programs of vocational education will be on a more defensible ground if they decide upon the length of courses after the actual educational demands of various occupations have been determined.

Those who develop vocational and semi-professional curricula often seem to ignore the fact that human beings spend only a fraction of their life at work, and this fraction is continually growing smaller. It is not improbable that future generations of Americans will spend no more than 30 hours a week in earning a living. Education must, therefore, prepare them for the other manifold activities of life, such as making a home, taking part in the

varied social activities of the community, assuming the responsibilities of citizenship, and enjoying wholesome and constructive recreation. Human beings do not inherit the capacity to do these things, any more than by nature they run lathes, manage department stores, or make dentures. All these capacities are best produced by a planned process of education. Terminal programs of vocational or semi-professional education should therefore include sufficient basic general education to prepare students to live an intelligent, socially useful, and personally satisfying adult life.

The history of education in this country reveals that Americans will not tolerate a dual school system which provides one type of education for the rich and a different type for the poor. The attitude of labor groups regarding narrow vocational education was recently set forth in pointed language by Mr. James B. Carey, secretary-treasurer of the CIO, speaking at the Antioch Conference for Enduring Peace. He said:

We need to decide whether we want a nation of merely well-fed, clothed, and housed individuals, who have developed no sense of beauty, cultivated no taste for reading, pictures, music, or other things which help differentiate human beings from the lower forms of purely physical life. A really full standard of living must include more than material satisfaction. And unless our schools re-establish courses in other than the immediately practical fields, which have been emphasized during the war, our long-range society will be impoverished in thought and feeling if not in merchandise.⁵

In addition to preparatory and terminal curricula the junior colleges can offer a third type of instruction which will be in great demand in the near

⁵ James B. Carey, "The Antioch College Institute on Conditions for an Enduring Peace," *School and Society*, Sept. 30, 1944, p. 223.

future. Such instruction may be described as casual or service courses. In using the term "courses" in this connection a real distinction is intended between single courses, such as typewriting, and groups of courses constituting an entire curriculum, such as secretarial science. Casual courses would be of interest principally to employed men and women who wish to pursue a single course or two in their leisure time to increase their vocational competence or merely to enjoy the satisfaction of enlarging their knowledge.

Over a period of years many persons will attempt to complete an entire curriculum by taking a course or two each year. In a sense they will be pursuing a terminal curriculum, but only on a part-time basis, and hence they will be somewhat different from the full-time students. Both types of students can usually be accommodated, however, in the same classes if they are scheduled during appropriate hours. The so-called G.I. Bill makes provision for the payment of tuition and other fees for those veterans who wish to continue their education on a part-time basis. Hence, those who wish to enroll for cultural or vocational courses in the late afternoon or evening, or at any other time of the day for that matter, without undertaking an entire course of study extending over several years, may do so.

It should be recalled that a large percentage of the men taken into the services through the selective service system were over 20 years of age, of whom about two-fifths had no less than a full high school education. When they are discharged the majority of these men will have had no formal schooling for from two to five years. They will have reached an age when they will want to get a full-time job, marry, and settle down. Many will not be interested in

additional full-time education even at government expense. Realizing the value of additional vocational training and general cultural education, however, they will take advantage of higher education after working hours. If academic institutions make even a modest effort to provide this type of instruction, it is likely that no less than a million veterans will enroll for such courses.

The junior colleges, enmeshed in the warp and woof of the community which sustains them, and untrammeled by tradition, are admirably equipped to offer this casual or service type of adult education. In making surveys among local industrial and commercial concerns the probable demand for such instruction should be included. The junior colleges will find this a fruitful field of endeavor, and in offering such courses they will be making instruction available to persons who could not otherwise get it.

This discussion would not be complete without some statement concerning the central position which guidance must occupy in the future development of the junior colleges. If it be true that these institutions will in the next few years be attended by hundreds of thousands of students with widely diversified educational and social background, and if the curricula are multiplied to fill the varied emerging needs of the constituencies of junior colleges, careful sorting and proper placement of students according to their interests and abilities will be required. This will be particularly true of the veterans who will expect to resume their formal schooling at the earliest possible moment. They will be impatient with and outspokenly critical of aimless routine, mechanical procedures, and uninformed counsel.

No one knows how long the war will last. But in terms of the time required to make changes in academic institutions the end is near enough to justify immediate consideration of postwar adjustments. Enterprising junior colleges wishing to render maximum service to their constituencies will begin now to re-examine their courses of study to discover to what extent they do or do not satisfy the present or predictable needs of their students and to make necessary curricular reorganization. Institutions which applaud the suggestion that the educational program of the postwar years should more completely serve student and community requirements, and then wait complacently for these needs to manifest themselves, will not be fully discharging their social responsibility. In this task the combined efforts of administrative officers, faculty members, industrial and labor leaders, and the general public will be required. If the junior colleges will assume the leadership in this next stage in the evolution of a democratic system of education, they will demonstrate their unique and indispensable place in this system, and they will receive the gratitude and support of our people. The vigor and vision with which educators in the junior colleges have already undertaken essential educational reform justifies the prediction that they will discharge this additional responsibility with distinction.

MODERN LANGUAGES

Increased enrollments in all three commonly studied modern languages—German, French, and Spanish—in 1944-45 as compared with 1943-44 are found in 75 representative junior colleges, according to data recently collected by the F. S. Crofts Company.

In *Crofts Modern Language Notes* for December 1944 are printed detailed reports from 674 colleges and universities, showing an increase of 12 per cent in the number of students of German, French, and Spanish. When the data are summarized separately for the 75 junior colleges included in the study the increase is more than twice as great, 26 per cent.

Fifty junior colleges reported classes in German, with an enrollment in the fall of 1943 of 1077 students; in the fall of 1944 of 1335 students. This is an increase of 24 per cent, as compared with only 5 per cent for the entire group of 674 colleges studied.

Sixty-nine junior colleges reported classes in French, with an enrollment in 1943 of 1881 students; in 1944 of 2679 students. This is an increase of 42 per cent, as compared with 15 per cent for all 674 institutions.

Seventy-three of the 75 junior colleges reported classes in Spanish, by far the most popular of the three languages. Enrollment in 1943 was 5074; in 1944 it was 6099. This is an increase of 20 per cent, as compared with 14 per cent for all 674 institutions.

It is predicted by numbers of educators that the two-year institutions will be extremely important for returning service men and women who want to further their education in the shortest possible time.—From "Growth of Junior Colleges," in Fall 1944 issue of *Journal of American Association of University Women*.

The rise of junior colleges is the most spectacular meteor across the educational firmament in the last twenty years.—Ordway Tead, in *Harvard Educational Review*.

Notes
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Worth Reading Again

In continuation of the selected list of articles in certain important fields which have been published in the *Junior College Journal* in the past fourteen years, there are listed below a selection of those in the Library field.

Library

"Book Collections in Junior College Libraries," Ermine Stone, 1:28-33 (Oct. 1930).

"Junior College Section of American Library Association," 1:47-48 (Oct. 1930).

"The Junior College Library," Winifred Skinner, 1:269-73 (Feb. 1931).

"The Functions of the Junior College Library," Edith M. Coulter, 1:481-86 (May 1931).

"The Junior College Library," Katherine Steele, 1:584-85 (June 1931).

"Junior College Book Lists," W. L. Ivensen, 2:53-56 (Oct. 1931).

"Library Instruction in Junior Colleges," Helen L. Scanlon, 2:269-71 (Feb. 1932).

"A Book Collection in American History," M. Florence Thompson, 2:523-26 (June 1932).

"Library Instruction in Junior Colleges," Zona Peek, 3:3-7 (Oct. 1932).

"The Junior College Library," W. L. Ivensen, 3:58-59 (Oct. 1932).

"Professional Reading in Junior Colleges," Dorothy Schumacher, 3:70-74 (Nov. 1932).

"Shall We Divide the Junior College Library?" Coit Coolidge, 3:354-57 (April 1933).

"Magazines in the Junior College Library," Pauline I. Dillman, 4:227-31 (Feb. 1934).

"Books and the New College Plan at Chicago," M. L. Raney, 4:281-86 (March 1934).

"Stephens College Library Experiment," B. L. Johnson, 4:358-61 (April 1934).

"Junior College Libraries," W. W. Bishop, 5:11-12 (Dec. 1934).

"Book-Buying for Junior College Libraries," Helen F. Pierce, 5:135-36 (Dec. 1934).

"The Quality of the Junior College Library," Ermine Stone, 5:165-69 (Jan. 1935).

"Books and Libraries: An Experiment," Ottilia Anderson, 5:246-51 (Feb. 1935).

"Junior College Libraries in Texas," Florence W. Barton, 5:338-41 (April 1935).

"Library Service in the Junior College," W. W. Bishop, 5:456-61 (May 1935).

"Library Service—Discussion," Ermine Stone, 5:462-65 (May 1935).

"Bibliography on Junior College Libraries," W. C. Eells, 6:28-31 (Oct. 1935).

"The Teaching Function of the Library," Flora B. Ludington, 6:69-73 (Nov. 1935).

"Junior Colleges—Their Trends and Libraries," Edna A. Hester, 6:130-34 (Dec. 1935).

"Opportunities in the Junior College Field," C. E. Rush, 6:176-79 (Jan. 1936).

"Junior College Libraries," W. C. Eells, 6:202-06 (Jan. 1936).

"NYA Junior College Library Assistants," Margaret MacGowan, 6:227-29 (Feb. 1936).

"What Students Read," Macy Gray, 6:371-72 (April 1936).

"The Library for Instructional Supervision," B. L. Johnson, 6:419-20 (May 1936).

"Carnegie Study of Junior College Libraries," W. C. Eells, 7:176-79 (Jan. 1937).

"Function of a Science Divisional Library," Helen Froelich, 7:349-52 (April 1937).

"Illinois Library Conference," Thelma Taylor, 7:391-93 (April 1937).

"Significance of the Junior College Library," W. C. Eells, 8:1-2 (Oct. 1937).

"The Development of Junior College Libraries," R. M. Lester, 8:3-9 (Oct. 1937).

"Suggestions to Junior College Librarians," E. W. McDiarmid, Jr., 8:62-65 (Nov. 1937); "Improvement of Junior College Libraries," W. C. Eells, 8:117-25 (Dec. 1937).

"Junior College Library Budgets," Foster Mohrhardt, 8:171-73 (Jan. 1938).

"The College Library Handbook," E. E. Willoughby, 8:235-38 (Feb. 1938).

"Library Practices and Instructional Methods," H. M. Adams, 8:254-57 (Feb. 1938).

"Recency as a Measure of Book Collections," W. C. Eells, 8:308-10 (March 1938).

"Standards for a Junior College Library," R. L. Gitler, 9:68-71 (Nov. 1938).

"The Library and Junior College Aims," A. M. Swanson, 9:175-78 (Jan. 1939).

"Library Periodicals," H. M. Adams, 9:337-39 (March 1939).

"Centralized Book Purchasing for Libraries," Foster Mohrhardt, 9:366-69 (April 1939).

"Junior College Libraries in California," Elizabeth Neal, 9:373-79 (April 1939).

"Not the Best Books Ever Written," R. M. Lightfoot, Jr., 10:74-76 (Oct. 1939).

"Periodicals in the Junior College Library," H. M. Adams, 10:144-46 (Nov. 1939).

"Library Experiment with Reading Records," Carita M. Lancaster, 12:27-30 (Sept. 1941).

Reports and Discussion

CLASSES FOR PRISONERS

Dear Dr. Eells:

At the beginning of the war, Marin Junior College, due to its location near San Quentin Prison, was requested to supervise and provide teachers for War Production Training courses located within the prison walls. Following this request, the College set up a class in ship electric welding inside the walls of the prison which was open to men who would be paroled within six or seven months.

This course proved to be so popular that within a short time other courses were requested. They have proved equally successful. The record of the War Production Training is given in the following tabulation:

	No. of Men Enrolled		
	1942	1943	1944
Electric welding	21	150	112
Shipfitting	73	10	12
Marine cooks and bakers	12	54	51
Marine electricity	37	0	37
Marine drafting	0	0	15
Machinist	14	47	39
Total number of men trained			647

General classes in elementary and high school subjects have been conducted in San Quentin Prison for many years, the classes being taught by inmates. However, it was the opinion of many that experienced free instructors would greatly increase the efficiency of the instruction. Consequently, the Marin Junior College was requested to provide instructors for typing and Spanish. This program has been expanded until at the present

time courses are offered by the College in the following subjects:

Americanization, arithmetic, commercial art, correspondence tutoring, English, first aid, farming, public speaking, Spanish, typing, woodwork, general science, spelling, U. S. history, apprentice machine shop, drafting, and music.

Classes are held five nights a week between the hours of 6 p.m. and 10 p.m. in a special building inside the walls, provided by the institution. Inmates who desire to sign up for courses may do so and, if they are qualified, are then moved to a special cell block. Sign-up and attendance are optional, although inmates in the educational block are required to attend a class if they sign up for it or be moved to other blocks. Students who complete high school courses may receive a certificate of graduation issued by the State Department of Education.

Recently an apprenticeship program training 30 machinists has been started. This program differs from the War Production Training machinist class, in that, because of the number of training hours required, it is not open to men who will be paroled within a few months. The program, as set up under the direction of the California Apprenticeship Council, requires approximately 8,000 hours of shop and class work. The class meets in a completely equipped shop within the walls and, although it has only been in operation three months, gives promise of success.

WARD H. AUSTIN
President

Marin Junior College
Kentfield, California

"OUR ADULT PROGRAM"

Dear Dr. Eells:

Our evening adult education program at the Junior College of Connecticut has reached an all-time high enrollment this year, with 401 actually in attendance. This is an increase of 82 per cent over last year. The enrollment is so large this fall that on two evenings every week we have to schedule classes in attic and basement rooms, and recently our board of trustees has made definite plans to take over one of our eight-room resident houses, which has been occupied by a member of our staff, and convert it into an educational building having seven class rooms.

There is an interesting paradox in our evening class program this year, whereby it is alike and different from the day class program. In the first place, we are achieving a very close correlation between our day and evening classes. Twenty-eight per cent of our day students are registered in evening classes and 75 per cent of our full-time faculty have teaching assignments in evening classes. In every instance where a class given in the day time is duplicated in the evening, the same text and syllabus is used, and in some cases students who are working on various swing shifts in some of the local industries are actually able to alternate attendance in day and evening classes. Last, June, eight of our Associate in Arts graduates had completed all degree requirements by attending evening classes only.

On the other hand, our day and evening classes in some ways are very different from each other. For instance, in the evening we often have non-credit courses which are offered free of all academic red tape and at reduced tuition for odd periods of time,

such as six, eight, or ten weeks. These courses are given in such subjects as book reviews, handicrafts, and interior decorating. Also, we have started a program of extension work, giving college courses off the campus. Last year we gave a class in elementary Russian at the Greek Catholic Theological Seminary here in Bridgeport. This class was composed of thirteen students, six of whom were students at the Seminary, and seven were regular evening students. However, none of these persons actually made an appearance at the College except during registration week. This year we are giving a class in public speaking for the student nurses at one of our hospitals. This class is arranged on a contract basis with the hospital, and therefore students in it are not receiving credit for it. However, a provision has been made so that those who do want college credit in this course, which is transferable, can have it by making an adjustment in financial arrangements.

Perhaps the most interesting development in our evening class program this year is the inauguration of a high school review course which aims to prepare the student for the State High School Equivalency Examination. This test is given by the State Department of Education for all persons who have not graduated from high school, and those who pass it receive a State high school diploma which is the legal equivalent of a regular high school diploma. This course is arranged in such a manner that all of the students receive instruction on a tutorial basis according to their own needs in the four subjects upon which the examination is based. These are English, mathematics, science, and U. S. history. At the present time there are 23 people in this class.

One other course which has been very popular is a class in English fundamentals. This particular course makes no claim to teach English by the regular "English composition" method, but rather it aims to drill persons in grammar, punctuation, and other English fundamentals. This is one of our largest classes and persons in it are enthusiastic about the program because they feel it is exactly what they have always wanted and needed.

JAMES H. HALSEY

Junior College of Connecticut
Bridgeport, Connecticut

NEW ENGLAND MEETING

The New England Junior College Council held its annual meeting at the Hotel Statler, Boston, on December 9. The two main features of the meeting were an address by Dr. Allardyce Nicoll, professor at Yale University, at present on leave of absence for service with the British Embassy at Washington, on "Educational Planning in Britain"; and a panel discussion on the subject, "What Are the Demands of American Culture on Education?" Those participating in the panel were Roland R. Darling, director, Job Counseling Service, Boston Veterans' Reception Center; Ellis C. Maxcy, assistant to the vice-president, Southern New England Telephone Company, and member of the Connecticut State Board of Education; Grace W. Huntress, head worker, Elizabeth Peabody House, Boston; and Milton D. Proctor, president, Westbrook Junior College, Maine. The panel was presided over by Byron S. Hollinshead, president, Scranton-Keystone Junior College, and member, Harvard Committee on the Aims of General Education.

In the business session, President Jesse P. Bogue of Green Mountain

Junior College presented a summary of the Terminal Education Conference held at the Westchester Country Club, Rye, New York, in November. President Bogue reported a very profitable conference held on a workshop or discussion method plan.

In accordance with the custom of the New England Junior College Council, the officers for 1944 were reelected for their second term, as follows: *President*, Dr. Dorothy M. Bell, Bradford Junior College, Massachusetts; *vice-president*, Mrs. Gladys Beckett Jones, Garland School, Massachusetts; *secretary-treasurer*, Lawrence L. Bethel, New Haven YMCA Junior College, Connecticut. The additional members of the Executive Committee elected for 1945 are: Charlotte M. Meinecke, Colby Junior College, New Hampshire; Roy M. Hayes, Ricker Junior College, Maine; and John H. Kingsley, Vermont Junior College.

The following committee was appointed by the president to prepare a manuscript on the history of the New England Junior College Council: E. Everett Cortright, Junior College of Connecticut, *chairman*; Guy M. Winslow, Lasell Junior College, Massachusetts; Jesse P. Bogue, Green Mountain Junior College, Vermont; E. Leslie Sawyer, Colby Junior College, New Hampshire; and Henry W. Littlefield, Junior College of Connecticut. The committee is to submit the manuscript to the annual meeting of 1945, with recommendations regarding details of publication.

CHICAGO CONFERENCE

Under the sponsorship of the Commission on Terminal Education of the American Association of Junior Colleges, in cooperation with the North

Central Council and the Illinois Association, a conference on general and terminal education was held in the Edgewater Beach Hotel, Chicago, during the week of November 13 to 17. The conference planning committee was composed of Leland L. Medsker, Chicago Public Schools, *chairman*; Dean James L. Beck, Thornton Junior College; Dean Roy W. Goddard, Rochester Junior College; Dr. Leonard V. Koos, University of Chicago; and President James C. Miller, Christian College.

The approximately sixty administrators who attended met every morning and afternoon throughout the week to listen to competent authorities and convened nearly every evening in seven seminar groups for discussion. Each group elected its own chairman, who presided at the major meeting which considered the topic of interest to his particular group. Called upon to perform that duty were President Goddard of the American Association; Mr. Medsker, chairman of the planning committee; Dean J. F. Wellemeyer, Kansas City Kansas Junior College, president of the North Central Council; Miss Phebe Ward, San Francisco Junior College; Director Frank Jensen, La-Salle Peru-Oglesby Junior College; Dean Walter S. Pope, Morton Junior College; Dean Walter J. Swensen, Bismarck Junior College; Dean F. J. Marston, Kemper Military School; and President Marjorie Mitchell, Cottey College.

Dean Earl J. McGrath, University of Buffalo, in the opening address, "The Junior College of the Future," gave an overall picture of contributing influences. Miss Phebe Ward, Coordinator, Terminal Education Program, San Francisco Junior College, called attention to "Some Basic Pro-

cedures in the Development of Terminal Programs for the Community." "Significant Long-Term Occupational Trends" was discussed by Dr. Charles Stewart, Chief, Occupational Outlook Division, U. S. Department of Labor. "Cooperative Work Programs" were appraised by Dr. Leo Smith, Coordinator, Cooperative Work Program Project, Rochester Institute of Technology. Dr. C. O. Houle, Executive Secretary of the University College, University of Chicago, called attention to the problems concerning "Postwar Education of Veterans and Adults." A plea for an enhanced program of "Guidance in the Postwar Period" was made by Vice-President A. J. Brumbaugh, American Council on Education. Dean B. Lamar Johnson, Stephens College, argued for the inclusion of "General Education in Terminal Programs." Dr. W. C. Eells, executive secretary of the American Association of Junior Colleges, described in detail "Federal Participation in Junior College Programs." Dr. Max D. Englehart, Director of Examinations, Chicago Junior College, analyzed "Evaluation Problems." Dr. Frederick J. Kelly, Chief, Higher Education Division, U. S. Office of Education, pointed out "Responsibilities Ahead for the Junior Colleges."

In his masterful summary of the conference, Dr. H. L. Smith, vice-president of the North Central Council, commented that the junior college should serve the whole community and not simply a small fraction of the adolescents of college age. "The other alternative is to decide upon the type of school which will be run and intelligently to exclude all students who cannot profit from such a program. The public junior college has a particular responsibility in undertaking to meet

the needs of the largest possible number of citizens in the community and makes a mistake when it limits itself to a very circumscribed program of offerings. It remains to be seen whether the currently established schools can achieve sufficient flexibility to meet the changing needs of today and tomorrow or whether new schools will have to be brought into existence. Great responsibilities, therefore, lie ahead and if, as it has been many times said, the welfare of the Nation rests upon education, the administrators of education must have a large share in meeting the changing conditions of the new world."

After the conference it was decided to publish those addresses which contained material not appearing in print elsewhere. The committee chosen to carry out the desire of the conference was composed of Superintendent Wade C. Fowler, Jefferson City; Superintendent E. J. Reynolds, Moberly; Dean E. F. Farmer, Parsons; President Harlie Smith, William Woods; and Dean Marston, Kemper. The expenses of mimeographing and expressing the proceedings to a central point have been defrayed by the institutions which the members of this committee represent. Any junior college administrator desiring a copy should write to Dean Marston, Kemper Military School, Boonville, Missouri, enclosing ten cents to cover the cost of mailing. A limited supply is also in the office of Leland L. Medsker, 228 N. LaSalle St., Chicago 1, Illinois.

FREDERICK MARSTON
Kemper Military School
Boonville, Missouri

NEW JERSEY PLANS

Members of the Executive Committee of the New Jersey Junior Col-

lege Association at a recent meeting in Trenton reached two decisions vital to the growth of intercollegiate relationships among the junior colleges of New Jersey. The committee proposed to organize intercollegiate discussions of important national and international issues among student representatives from New Jersey junior colleges, and to publish a general bulletin of all accredited junior colleges in the state.

The opportunity for junior college students from different parts of the state to meet together and to exchange in open discussion ideas on current domestic and foreign problems will, in the opinion of the Executive Committee, answer several purposes. Such meetings should encourage in the youth of New Jersey the development of leadership and of sound standards in dealing with current human problems; they should broaden youth's understanding of the important needs of today and of tomorrow; they should quicken and foster in the young men and women participating tolerance and appreciation of the varying viewpoints found in different sections of the state.

The first meeting of junior college student representatives will be held at Centenary Junior College on February 24, with six junior colleges participating.

CALIFORNIA PERCENTAGES

Fifty-four per cent of the students enrolled in public junior colleges in California were preparing for upper division work at some four-year institution of higher education, while 46 per cent were pursuing semiprofessional curricula, according to a recent report made by the State Department of Education.

Junior College World

Newspaper Endows Armstrong

Armstrong Junior College, a public junior college at Savannah, Georgia, has recently received a \$20,000 gift for its endowment fund from the Savannah *Morning News-Evening Press*. In announcing the gift, Herschel V. Jenkins, publisher of the newspaper, commented:

The faith of those who inaugurated the plans for the college has been fully justified by its development into one of the outstanding junior colleges of the South. It was established on a sound basis and has been kept there despite the difficulties the war has brought, and today it faces the future with absolute confidence that it will move on in an ever-expanding service to our youth. It is but natural that I and others feel than an endowment fund, from which scholarships can be offered and other services promoted, will be of inestimable value in Armstrong's coming progress.

The \$20,000 donation raises Armstrong's endowment fund to almost \$32,000. It is hoped to increase the fund to \$100,000 within a few years.

Phi Beta Kappa Elections

The California State Department of Education announces that of 60 persons recently elected to Phi Beta Kappa at the University of California, 40 were transfers from public junior colleges in California.

Course for Small Businessmen

Fairleigh Dickinson Junior College, New Jersey, is inaugurating this semester a curriculum in the management of small business, in preparation for an increase in the number of small merchandising units in its area which a recent survey indicated could be expected. The course will cover esti-

mating of consumer demand, location, bookkeeping and checking systems, advertising, merchandise display, customer services, and analysis of results. The course will be open to veterans under the G. I. Bill.

Junior Colleges for Wisconsin?

A recent press dispatch from Madison, Wisconsin, the state capital, says:

Again the idea is being broached that the state teacher college system ought to be modified so that the nine institutions can serve as junior colleges and accommodate the heavy demand from war veterans and others for college level educational opportunities in the future.

For many years critics have held that the colleges as teacher-training institutions are less useful than they could be, and that many boys and girls throughout the state are deprived of higher educational opportunities because the University of Wisconsin and the various private colleges are too remote and too expensive.

The state board of normal school regents, which administers the nine colleges, has yet taken no specific action looking toward conversion of the colleges into institutions of broader educational usefulness.

Yet Edgar G. Doudna, secretary of the board, predicts that they will ultimately become junior colleges, offering freshman and sophomore liberal arts courses, in addition to their normal teacher training curricula.

New Grading System

In an effort to promote high scholarship and to establish a college where students receive credit not only for success but also for effort, Cazenovia Junior College, New York, has adopted an unusual double grading system. Two sets of grades are sent to the student's home—numerical grades, and letter grades based on the student's norm. For instance, a grade of 75 might be a C for one student, an A for

another, and D for another. Privileges and restrictions are granted on the basis of the letter grades. Thus slow students receive recognition of their effort. So far the students' work has improved and their interest increased under this system.

Memorial Scholarships

Several scholarships have been created at Moberly Junior College, Missouri, by the family of David W. Stamper, in memory of this former student of the junior college, who lost his life in the war on May 16, 1943. The scholarships, of approximately \$600 each per year, are to be awarded to outstanding male graduates of the junior college who show promise in science, the field of David Stamper's major interest. The income on a trust fund of approximately \$75,000 is available to finance the scholarships.

A David W. Stamper Memorial Science Library has also been established at Moberly Junior College, through the voluntary contributions of students, teachers, relatives of Mr. Stamper, and friends. The initial book list for the library was recommended by Massachusetts Institute of Technology. New scientific books will be added from time to time.

\$250,000 Bond Issue

Taxpayers of Corpus Christi, Texas, have voted for a \$250,000 bond issue to finance a \$90,000 gymnasium and a \$160,000 vocational building at Corpus Christi Junior College.

New Buildings Planned

Marin Junior College, California, is planning an extensive postwar building program, to include construction of an auditorium seating from 1000 to 1500

persons which would serve as a center for activities for Marin County. Also planned are a new arts and crafts building, an extension to the engineering building, and an open air theatre.

Writing Laboratory

A "writing laboratory" is the first of a series of new educational developments made possible at New Haven YMCA Junior College, Connecticut, through the establishment of a special development fund—a fund to which many local industries have contributed. This fund will make possible the development at the college of special courses and programs to meet specific needs. The writing laboratory is a direct outgrowth of the suggestion of one company, which discovered that members of its personnel, employment, and other offices needed instruction in writing reports, memos, and letters which were simple and concise yet interesting.

In analyzing this problem, a committee of the faculty came to the realization that writing is a prerequisite for many kinds of jobs. Accordingly, they recommended the development of a writing laboratory in which students would have an opportunity to write practical things rather than merely to study about writing. In it students will, of course, have an opportunity to learn the principles of writing. More important, these principles will be applied.

Annexation Plan

An annexation plan which would more than double the size of the county district served by San Bernardino Valley Junior College, California, is being considered by the college's board of trustees. The plan, if adopted, would annex to the junior college district all territory in the county except that covered by Chaffey Junior

College of Ontario. This would probably make it necessary to build dormitories for students who enroll from distant parts of the county. Dr. John L. Lounsbury, president of the college, indicated that the state may take the initiative in annexation plans, not only for San Bernardino but for other California junior colleges as well.

Teachers Want Junior College

The teachers of Westmoreland County, Pennsylvania, voted unanimously at their 90th Annual Institute, held in November, to adopt a resolution favoring legislation which would "add a junior college to the public school system of Pennsylvania as the 13th and 14th years of free public education."

El Dorado Instructor Honored

Glenn Smith, instructor in commerce at El Dorado Junior College, Kansas, was recently elected president of the Kansas Business Teachers Association.

President of Cazenovia

The board of trustees of Cazenovia Junior College, New York, has appointed Miss Isabel D. Phisterer president of the institution. For the last three years, since Cazenovia's reorganization as a junior college for women, Miss Phisterer has been the administrative dean. Before going to Cazenovia, Miss Phisterer, who holds the A.B. degree from Smith College and the A.M. from the University of Washington, was director of guidance for the city of Canandaigua, New York.

Pennsylvania's Postwar Needs

A December United Press dispatch from State College, Pennsylvania, points

out the need for publicly controlled junior colleges in that state. It says:

A postwar educational system in which two years of college will be part of the public school program was forecast by Dr. C. O. Williams, associate professor of education in charge of teacher placement at Pennsylvania State College.

Ex-servicemen, said Dr. Williams, will demand college-level training in their home communities, thus giving the same impetus to the junior college movement that the first World War gave to universal high school training.

In order to promote "a steady rise in the educational level of the American people," Dr. Williams advocated publicly financed training, adding that civilians as well as servicemen have become "educationally conscious" as a result of the wartime stress on technical training.

Another Junior College Authorized

By a seven-to-one vote the citizens of Pampa, Texas, decided on December 9 to approve the organization of a junior college district. At a later date an election will be held to authorize a bond issue to provide funds for a needed building. The Pampa Chamber of Commerce estimates a minimum attendance of 250 students from Pampa alone, with a considerable additional number from nearby points.

Death of Robert B. Reed

Robert B. Reed, who was dean of St. Petersburg Junior College, Florida, from 1927 to 1935, and president since 1935, died November 14. President Reed was an authority on Near Eastern affairs. He spent ten years as professor at American University, Beirut, Syria. Vice-President Roland A. Wakefield is now acting administrative head of St. Petersburg Junior College.

Associate's Degree at Princeton

Professor Robert K. Root, in an article, "Princeton Program for Ser-

"vicemen," in the December issue of the *Journal of Higher Education*, writes in part as follows:

We anticipate that many of the less scholastically advanced will be impatient to begin their life work and will think that four semesters of college are all that they should plan for. For them we have instituted the degree of Associate in Arts, the degree already widely used by two-year junior colleges. For this degree only servicemen will be eligible.

For the candidate for the degree of Associate in Arts two types of curriculum are offered. One provides a broad general training in the arts and sciences (including engineering) similar in character and scope to the usual curriculum of freshman and sophomore years. . . . Instead of this more general curriculum, a student who has already received credit for two semesters of college work may elect a program of specialized study in a single department or group of related departments, extending over three semesters. The details of these programs are still under discussion.

Heads State Commission

President Harlie L. Smith of William Woods College, Missouri, has been elected president of the Missouri Educational Commission.

Beulah College Plans Advancement

In commemoration of the twenty-fifth year of its existence, Beulah College, California, is planning a program of expansion. A committee representing trustees, alumni, and faculty is developing plans for an auditorium-commons building, a dormitory for men, a mechanical arts building, and other facilities.

Instructor Awarded Fellowship

Opal W. Nuss, instructor in Spanish at Amarillo College, Texas, has been awarded a fellowship by the American Association of University Women to spend a year of study in South America. Miss Nuss plans to prepare a Spanish-

English dictionary to include Gaucho terms and Americanisms current in the Gaucho literature which is so widely popular in South America. This type of writing has been difficult reading for American students because Spanish-English dictionaries now available are based on the peninsular Spanish of the Royal Academy. Miss Nuss will work at the National University of Buenos Aires, Argentina, if possible, or at the National University of Chile or of Peru.

Made President Emeritus

Dr. Joseph A. Serena of Cape Girardeau, Missouri, has been given the title of president emeritus of Southwest Missouri State Teachers College, which is located at Cape Girardeau. Dr. Serena was president of the Teachers College from 1921 to 1933. From 1915 to 1921 he was president of William Woods College, Missouri, and he was one of the 34 junior college educators who participated in the junior college conference held at St. Louis in 1920 which resulted in the organization of the American Association of Junior Colleges.

Annual Memorial Services

On December 7, each year since Pearl Harbor, Santa Ana Junior College, California, has held a memorial service for its former students who have died in the armed services. Approximately 40 Santa Ana alumni have lost their lives so far in this war.

Decrease in Expenditures

Expenditures in 133 junior colleges of all types decreased from \$10,552,064 in 1942-43 to \$10,111,463 in 1943-44, according to a summary recently reported by the U. S. Office of Education. This is a decrease of 4 per cent.

From the Secretary's Desk

Junior College Growth

Marked reduction in enrollments in the junior colleges of the country due to wartime conditions is shown by an analysis of the data appearing in the "Junior College Directory 1945." Total enrollment decreased in the third year of the war from 325,151 as reported for 1942-43 to 249,788 as reported for 1943-44. The loss was most severe in number of regular students, which decreased more than 33 per cent, while the number of special students decreased 16 per cent. Even so, the enrollment for 1943-44 is greater than it was in 1939-40, prior to the war.

It should be strongly emphasized, however, that the above enrollment figures cover *last year* not the current year, 1944-45. Estimates of enrollments *this year*, made last fall at or near the opening of college, present a distinctly more optimistic picture, although the situation will not be fully known until the year is over. The outstandingly encouraging fact is that almost two-thirds (65 per cent) of 526 junior colleges reporting by December 1 of the current academic year stated that they had increases of enrollment over the same date in 1943-44. Only one-sixth (17½ per cent) reported a further decrease in students, while another one-sixth reported no change. The median increase in enrollment was 10 per cent. These facts indicate a probable enrollment for the current academic year, 1944-45, of approximately 275,000 students.

The number of junior colleges reported this year is 584 as compared with 586 in the Directory for the pre-

vious year, a net decrease of only 2. However, 11 of the 584 are "temporarily suspended for the duration" but are retained in the 1945 *Directory* because they have expressed a desire to continue their membership in the Association. In spite of regrettable wartime casualties, the number of junior colleges today is as great as it was five years ago, in 1940, before wartime conditions began to affect junior colleges.

The number of junior colleges in the country and the enrollments reported in them, as shown by the directories for the past 18 years, have been as follows:

Year	Number	Enrollment	Percentage increase
1928	408	50,529	
1929	405	54,438	7.7
1930	429	67,627	24.2
1931	436	74,088	9.6
1932	469	97,631	31.8
1933	493	96,555	-1.1
1934	514	103,592	7.2
1935	521	107,807	4.1
1936	518	122,311	13.5
1937	528	129,106	5.6
1938	553	136,623	5.8
1939	556	155,588	13.9
1940	575	196,710	26.4
1941	610	236,162	20.5
1942	627	267,406	13.2
1943	624	314,349	17.6
1944	586	325,151	3.4
1945	584	249,788	-23.2

The enrollments given are for the previous *completed* academic year; that is, the enrollment reported in the 1945 *Directory* is for the college year 1943-44.

In the past decade, in spite of the temporary setback this past year, there has been an increase of 12 per cent in the number of junior colleges reported and an increase of 132 per cent in the enrollment in them.

The figures tabulated above give enrollments on approximately a comparable basis for students on the college level, except that 3,786 students are included in the junior colleges or lower divisions of 9 universities and senior colleges which have been admitted to active membership in the Association. On the other hand, enrollments in the "lower divisions," or last two high school years, of 38 four-year junior colleges are not included in these total figures. This additional enrollment amounts to 15,386.

Number of junior colleges and enrollments by regional areas are as follows:

Region	Number	Enrollment
New England	46	9,296
Middle States	60	18,143
North Central	195	42,747
Southern	187	44,546
Northwest	23	15,451
Western	71	118,591

The largest number of institutions is found in California with 71, followed by Texas with 48. There are 20 states with 10 or more junior colleges each.

Public and Private Colleges

Of the entire group of 584 junior colleges, 261 (45 per cent) are publicly controlled institutions, while 323 (55 per cent) are under private control. Corresponding figures for last year were 260 publicly and 326 privately controlled. The publicly controlled institutions, however, have much the greater proportion of the enrollment. No less than 77 per cent (last year also 77 per cent), or 191,424 students, are found in the publicly controlled junior colleges, as compared with 58,364 in the privately controlled institutions.

Increased enrollments are found in the publicly controlled junior colleges in 12 states, and decreased enrollments

in 25 states, the net decrease being 68,118 students, or 26 per cent, as compared with an increase last year of 9 per cent. The largest decrease in enrollment occurred in California with a loss of 49,692. California still has the largest enrollment of any state, with 116,158, or 61 per cent, more than half, of the public junior college enrollment of the country. Texas is second and Utah third.

Increased enrollments are found in the privately controlled junior colleges in 6 states, and decreased enrollments in 36 states, the net decrease being 7,178 students or 11 per cent, as compared with a decrease in 1942-43 of 13 per cent. New York has the largest enrollment in privately controlled junior colleges, with Texas second, and Connecticut third.

Institutional Changes

The names of 25 institutions which appeared in the 1944 Directory are omitted in the 1945 Directory. Eighteen of these have been closed for the duration if not permanently; the others have become senior colleges.

The 1945 Directory contains the names of 23 junior colleges which did not appear the previous year. Six of these are publicly controlled junior colleges while 17 are privately controlled ones. Some of these newly listed junior colleges did not give the date of beginning of their junior college work; others have been in existence for several years but have not been listed previously. The names of the 10 new institutions definitely reported as beginning junior college work in 1943 or 1944 follow:

Publicly controlled

Santa Monica Evening Junior College, California
Poteau Junior College, Oklahoma

Privately controlled

Lewis School of Aeronautics, Illinois
 Dallas Aviation School, Texas
 Durham's Business Junior College, Austin, Texas
 Durham's Business Junior College, Harlingen, Texas
 Durham's Business Junior College, Houston, Texas
 Durham's Business Junior College, San Antonio, Texas
 South Texas School of Commerce, Texas
 Fond du Lac College, Wisconsin

Type of Institution

The junior college prevailingly is a coeducational institution, 442 (76 per cent) being reported of this type. Three institutions for men are found in the publicly controlled group, all of the others being coeducational. In the privately controlled group, 36 are for men, 103 for women, and 184 coeducational.

Of the publicly controlled institutions, one is Federally controlled (Canal Zone), 50 are state controlled, 55 are in independently organized junior college districts, and the remaining 155 are local or municipal institutions controlled by the locally elected public school boards.

Fifty-six per cent of the privately controlled group are reported as under denominational auspices, the Catholics leading with 44 institutions, followed by Methodists, 36; Baptists, 33; Presbyterians, 18; Lutherans, 16; Episcopalians, 5; and 17 other denominational groups with one to four each, 30.

Of the privately controlled institutions not under denominational auspices, 101 are operated on a nonprofit basis with control vested in a board of trustees, while 40 are classified as proprietary.

Twenty-three of the institutions listed (3.9 per cent) are negro junior colleges. All but six of these are privately controlled institutions. In addition there is one junior college for Indian students.

Size of Colleges

The size of the 570 junior colleges for which 1943-44 enrollments are reported may be summarized as follows:

Enrollment		Number of Colleges		
		Total	Public	Private
1-	49	118	35	83
50-	99	116	39	77
100-	199	131	64	67
200-	299	61	27	34
300-	399	30	12	18
400-	499	16	7	9
500-	599	7	5	2
600-	699	12	10	2
700-	799	6	5	1
800-	899	9	4	5
900-	999	13	10	3
1,000-	1,999	26	19	7
2,000-	2,999	8	7	1
3,000-	3,999	5	5	0
4,000-	4,999	4	4	0
5,000-	5,999	1	1	0
6,000-	6,999	3	3	0
7,000-	7,999	3	3	0
11,000-11,999		1	1	0
		570	261	309

While the junior college is still a comparatively small institution in many parts of the country, much too small for the greatest educational efficiency in many cases, yet it has grown steadily except in wartime. More than two-thirds of those with less than 100 students are privately controlled. It is significant that there are 144 institutions which have enrollments greater than 300; that 51 exceed 1,000; and that 25 exceed 2,000.

Twenty-four California public junior colleges report enrollments of special students in excess of 1,000 each. The total California enrollment of special students is 91,688, as compared with 26,923 regular students.

The striking increase both in number and in proportion of special students is a phenomenon of the past seven years. For each of the five years from 1933 to 1937 the specials comprised less than 15 per cent of the total enrollment.

Beginning in 1938, however, there has been a steady increase until the present Directory shows that almost two-thirds of the total enrollment are specials, the number having increased almost eight-fold in that period. Data for eight years are as follows:

Year	Total	Special	Percentage Special
1938	136,623	20,750	15.2%
1939	155,588	33,204	21.3
1940	196,710	52,849	26.9
1941	236,162	73,371	31.1
1942	267,406	102,369	38.3
1943	314,349	158,425	50.4
1944	325,151	193,360	59.5
1945	249,788	161,791	64.8

The largest enrollment of regular students is found in Los Angeles City College, with 7,614. The enrollment of the six Chicago public junior colleges combined gives a total of 6,382 junior college students for the city.

Average enrollments for the past six years, and also for the years 1929-30 and 1935-36, in institutions reporting enrollment data, may be summarized as follows:

Year	Total	Public	Private
1929-30	162	240	115
1935-36	255	406	136
1938-39	349	556	181
1939-40	397	652	202
1940-41	429	707	203
1941-42	514	872	223
1942-43	555	998	201
1943-44	438	733	189

This analysis indicates that the publicly controlled institutions have made a marked increase in average size in the past six years but are now back almost to their 1940-41 average; the privately controlled ones back almost to their 1938-39 average. The average size of all junior colleges decreased 21 per cent between 1942-43 and 1943-44.

Enrollment by Classes

Enrollment by classes may be summarized as follows, the percentage dis-

tribution for last year being added for comparison:

Class	Number	1943-44	1942-43
Freshman	62,307	24.9%	27.9%
Sophomore	25,690	10.3	12.6
Special	161,791	64.8	59.5
	249,788	100.0%	100.0%

If the special students are eliminated from consideration 29 out of each 100 regular students were sophomores in 1943-44 as compared with 31 out of each 100 the previous year.

Number of Faculty

The Directory reports 6,254 full-time instructors and 4,708 on a part-time basis in 569 institutions, or a total of 10,962 instructors this year as compared with 11,318 last year. This is an average of 19.3 instructors per institution as compared with 20.1 per institution last year.

If it be assumed that two part-time instructors are the equivalent of one working full time, then there is the equivalent of 8,608 full-time instructors in these 569 junior colleges, or an average of 15.1 full-time instructors per institution, as compared with 16.0 last year.

Accreditation

Of the entire group of 584 institutions, 548, or 94 per cent, are accredited by some accrediting agency, national, regional, or state. Only 171, however, are members of any of the five regional associations of colleges and secondary schools. A summary of such membership follows:

New England Association	9
Middle States Association	17
North Central Association	55
Southern Association	75
Northwestern Association	15

California is not in the territory of any of the regional accrediting agencies.

Association Membership

The Directory indicates that on January 1, 1945, the American Association of Junior Colleges had 417 active and 33 associate institutional members, as compared with 409 and 33 of the two types at the same date last year. Thus 77 per cent of the junior colleges of the country hold membership in the Association. This may be compared with 56 per cent membership in 1939 and 76 per cent last year. Of the publicly controlled junior colleges, 78 per cent are members; of those privately controlled, 76 per cent.

Thirteen states, in addition to the District of Columbia and the Canal Zone, have records of 100 per cent membership in the Association, as follows: Pennsylvania, 19; Washington, 7; Nebraska, 6; Idaho, 4; West Virginia, 4; New Hampshire, 3; Vermont, 3; Arizona, 2; Louisiana, 2; Oregon, 2; Delaware, 1; New Mexico, 1; and Rhode Island, 1.

Changes in Administrators

A comparison of the 1945 and 1944 Directories reveals a change in the administrative heads on the part of 67 junior colleges, or 11 per cent of the entire group, as compared with 15 per cent last year. In the publicly controlled junior colleges the change this year was 14 per cent; in the privately controlled colleges 10 per cent.

Type of Organization

The information on "years included" as given in the Directory may be summarized as follows:

Four-year junior colleges	38
Three-year junior colleges	9
Two-year junior colleges	530
One-year junior colleges	7
	584

The two-year organization is evidently the prevailing type (91 per cent), but

there is considerable interest in the four-year type, whether in public school systems as part of the "six-four-four" plan, or in privately controlled institutions where the last two academy or preparatory school years are included with the two common junior college years. Last year 37 four-year institutions were reported. Of the four-year institutions this year 19 are publicly controlled, 19 privately controlled. Of the public group, 4 are state, 7 are district, and 8 are local or municipal junior colleges. In a fully functioning four-year unit it would be expected that the enrollment in the first two years would be substantially greater than in the upper two years. In only eleven of the publicly controlled institutions and in only four of the privately controlled ones, however, was the "lower division" enrollment greater than the "upper division" enrollment. The total upper division enrollment in the publicly controlled four-year institutions was 20,446, lower division, 14,490. In the privately controlled institutions: upper division, 3,302; lower division, 896.

WALTER CROSBY EELLS,
Executive Secretary.

Committee Appointments

President Goddard has appointed as a member of the Committee on Preparation of Instructors Dean Walter J. Swensen of Bismarck Junior College, North Dakota. Dean Swensen replaces Dean Floyd B. Moe of Virginia Junior College, Minnesota, as North Central representative on the Committee, Dean Moe being in the Navy.

President Goddard has appointed as an additional member of the Committee on Postwar Plans President William A. Black of Pueblo Junior College, Colorado.

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